**English II**

**Unit: The English Renaissance and Shakespeare**

**Identification of the Lesson Plan Type: Technology**

**Lesson Name: Introducing Shakespeare and his Tragedy, *Macbeth***

**Duration: 90-minute Class**

**Teacher: Nina Winter**

**Objectives:**

SWBAT

* Interpret and perform text
* Demonstrate understanding of paradox
* Listen and participate with collaborative discussions
* Analyze and make inferences drawn from the text
* Determine the meaning of words and phrases from text
* Investigate questions and develop written responses utilizing technology

**Common Core State Standards:**

**Reading Standard 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Reading Standard 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**

**Writing Standard 7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

**Speaking and Listening Standard 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

**Speaking and Listening Standard 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**Language Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**Focus/Review/Anticipatory Set:**

**Think/Pair/Share:**

In pairs, I will hand out a line from *Macbeth* and ask them to read/act out their lines to one another. Focus on comprehension, helping each other to understand the meaning of what they are saying. I will ask volunteers to share their interpretations by performing the line to the class.

“Lesser than Macbeth and greater.” —1.3.68

“Not so happy, yet much happier.” —1.3.69

“This supernatural soliciting / Cannot be ill, cannot be good.” —1.3.143–144

“And nothing is but what is not.” —1.3.155

You have all done excellent work on these lines from Macbeth. Can anyone tell me what is similar about all of these lines?

Answer: They are all Paradoxes: A statement that seems to be contradictory but that might be true when considered from a particular perspective.

**Input:**

One of the most ubiquitous themes in *Macbeth* is “nothing is but what is not.” The witches line in 1.1, “Fair is foul, and foul is fair,” sets into motion a story that is rich with antithesis. Throughout the play, Shakespeare interweaves language in a way that makes us question what we see and hear.

Our knowledge of William Shakespeare’s life is pieced together, as there are limited primary sources for information: his own works, various legal and church documents, and references to him, his plays, and his genius in third-party letters and other documents. What we know is--

William Shakespeare was born in Stratford-upon-Avon, on or about April 23, 1564. Records from the Holy Trinity Church tell us he was baptized there on April 26, 1564. His father was John Shakespeare, a glove-maker and leather merchant. His mother was Mary Arden, a landed heiress. William was the third of eight children—three of whom died in childhood. His father was fairly successful, and was an alderman and high bailiff (mayor) of Stratford. However, John Shakespeare’s fortunes declined in the 1570s, events which may have placed a university education out of reach for William.

How educated was Shakespeare? It is assumed that he went to the free grammar school in Stratford, which was considered to be an excellent school, a competitor to Eton. What seems to be certain is that Shakespeare never went on to university—and this adds to the on-going debate of authorship of his plays.

The next documented event is Shakespeare’s marriage to Anne Hathaway on November 28, 1582. They had three children: a daughter, Susanna and then twins, Hamnet and Judith. Hamnet died at the age of 11.

Then we lose track of Shakespeare for the next seven years. There are rumors that he was fond of poaching and had to flee Stratford after an incident with one of the gentry there. He began to make a name for himself in London by 1592, possibly earlier, as both an actor and a playwright. By 1594, Shakespeare was acting, writing and performing duties as a managing partner for the Lord Chamberlain’s Men. This was a popular company, enjoyed by the commoners as well as royalty. The plague forced the closing of the theatres in 1593, and it was then that Shakespeare and company made plans for The Globe Theatre. The Globe was to be across the river from London, and was built around 1598.

**Guided Input:**

Show the students the interactive Virtual Tour video of the Globe.

<http://www.shakespearesglobe.com/about-us/virtual-tour>

Hand out worksheet prior to viewing the interactive Virtual Tour video of the Globe. While touring the Globe, ask students to diagram the four different areas of the theater (see answers on teacher’s key).

Let’s review the worksheet (see answers on teacher’s key). Can (student) come up to the white board and write down the answers?

Note: I will have drawn a sketch of the diagram on the whiteboard. I will pull a name from my jar of Popsicle sticks (each one has a student’s name on it and I utilize pulling names randomly to involve the entire class). Student will share the name of an area of the Globe theatre. This allows me to assess for understanding as well as involve the entire class with participation.

Thank you, (student), for helping diagram the Globe. Now, in your groups, please look at the next part of your worksheet. I want you to research the following questions on Playing Shakespeare utilizing the following website. Everyone in your group should write notes to each answer in his/her own words. If you get stuck, I will be circulating to help direct groups with your research:

<http://2011.playingshakespeare.org/>

Circulate through the classroom and help guide the students if they require additional help answering the questions. Also, look to see that everyone is participating with the activity.

Class, please complete your response to the final question and log off your computers.

Can (student) share your answer to question 1?

Note: Again pulling students names from my jar of Popsicle sticks.

I will continue to randomly call on a student to share their group’s answer as we work through reviewing the worksheet with the whole class (see answers on teacher’s key).

Share my personal experience seeing *The Tempest* at the Globe.

* In 2006 I watched the production from the Yard/Pit.
* The show was performed with three actors playing all the roles
* There were no scenic elements that you traditionally see in other productions (lighting, sets, costumes)
* They asked us to use our imagination to create many of the special effects moments. Example: use of the chess board and pieces to symbolize ship wreck
* Highly interactive with the audience
* The language of the play and the actors movement helped us imagine the world of the play
* One of the finest productions I have ever seen!

**Independent Practice/Closure ticket out:**

What is a paradox?

Answer: A statement that seems to be contradictory but that might be true when considered from a particular perspective.

Can you give me an example of a paradox from Macbeth?

Answer: Not so happy, yet much happier

Can you predict why Shakespeare may use this technique throughout Macbeth?

Answer: In this story he wanted to develop characters and situations that are not what they seem to be.

Where was Shakespeare born?

Answer: Stratford upon Avon

In what area of the Globe did the “groundlings” watch a performance? How much did their ticket cost?

Answer: The Yard/Pit and one Penny.

For homework,

Read Macbeth Act I, scene I-V. Write your response in your journal.

How do you think witches and superstition were viewed during Shakespeare’s time? Compare/contrast our current views about superstition and witches? (have assignment written on white board and on my classroom website)